

Well-being of High School Female Teachers in Relation to their Marital Status and Personality Hardiness

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Abstract

The present paper aims to determine well-being of high school female teachers in relation to their marital status and personality hardiness. Wellbeing Scale by **Sigh and Gupta (2001)** and **Personality hardiness by Kobasa (1992)** were administered on a sample of 300 married and 300 unmarried select through random cluster sampling technique from 120 high school teachers from 3 districts of Punjab. Teachers with low and high level of well-being were identified by using the technique of Q1 and Q3 and average groups were not taken into account. Thereafter, the personality hardiness scores of married and unmarried teachers having low and high level of well-being were tabulated and equal scores were selected randomly under each category. For analyzing the obtained data on, personality hardiness statistical techniques of analysis of variance 2x2 factorial design was used. There is significant difference in the level of well-being of married and unmarried high school female teachers.

KEYWORDS:-well-being, Personality Hardiness, Marital status, Female teachers.

INTRODUCTION AND LITERATURE REVIEW

The effectiveness of the educational system largely depends on active, resourceful and competent teachers. The teachers carryout this role of moulding the life of children effectively, but at the same time face stress as they are dealing with young children who are difficult to handle. Young children are extremely active, energetic and it is difficult to make them concentrate on the school work. All these stress factors have an impact on the health of the teachers. In order to safeguard the health from harmful effects of stress, the teachers have to develop certain qualities which act as buffer and ensure well-being. So the teacher must be encouraged to develop their uniqueness and seek the place in the school where their contribution can be most worth. Healthy and motivating teachers have positive implications for society as whole because their well being undoubtedly impact on full well being, students attainment and overall school performance. With growing concern of the well being of man in work places, personality hardiness is getting prominences not in the west but also in India. The teacher with higher well-being and with high hardy personality has a strong sense of life and work commitment, a greater belief of control and more openness to change and challenges in life. People strong in challenge believe in continual growth through wisdom of what is learned from experience.

Well being is a dynamic process, which involves the striving for balance and integration in one's life, and refining skills, rethinking previous beliefs and stances towards issues as appropriate.

Well-being requires harmony between mind and body. It implies a sense of balance and ease with the pressures in a person's life. There is no under-stimulation, and no excessive negative stress; above all, there's a sense of control over one's destiny.

Well-being is concern with how and why people experience their lives in positive ways, including both cognitive judgment and affective reactions. As such, it covers that have used such diverse terms as happiness, satisfaction, morale and positive affect. Crow and Crow (1951) is in the view that physical well-being, adjustment to mental ability, emotional control, social adjustment and even sex adjustment-all these characteristics should be included in well-being.

Personality hardiness, one of the new and important tendencies of personality hardiness, has emerged as a composite of the interrelated attitudes of commitment, control, and challenge that provides the existential courage and motivation to turn stressful circumstances from potential disasters into growth opportunities. The concept was introduced by Kobasa (1979) in the past decades. She defines this concept as a constellation of three clinical personality characteristics- commitment, control and challenge. Persons high in hardiness easily commit themselves to what they are doing (rather than feeling alienated) generally believe that they can at least partial control events (rather than feeling powerless) and regard change to be a normal challenge or impetus to development (rather than a threat)

Maddi (1997) conceptualized hardiness as attitudes and beliefs that help people cope with stressful situations.

Harri (1993) examined the mental well-being of nurse educators at work. He used a self assessment questionnaire to measure the mental well-being of 83 female nurses. 68% of subjects claimed that they were valued very much or moderately at work. Age, marital status, type and length of education and professional experience were not related to mental well-being assessment.

Mookherjee (1994) examined the effect of religiosity, social participation and selected demographic variables on perception of well-being. The results of his study found that perception of well-being was positively related and significantly influenced by perceived financial status, marital status, Church membership, frequency of Church attendance, social participation and education.

Rhodewalt and Zone (1989) found that hardy women are more satisfied with their lives and with their husbands (if they are married) than those who were less hardy.

Kulshetra and Sen (2006) investigated the subjective well-being in relation to emotional intelligence and locus of control among executives. They conducted a study on 150 executives of different job strata of Hero Honda Motor Ltd. The results of the study revealed that emotional intelligence and locus of control have significant correlation with subjective well-being. Subjects with high emotional intelligence and internal locus of control scored significantly high on positive affect and scored significantly low on negative effect.

Ryff and Heidrich (1997) looked at the causes of variations in psychological well-being, with regards to different domains of life. This study showed that for young adults, activities outside of family were the more powerful predictor of variation in well-

being. These variations in well-being are prominent among freshmen college students. As adaptation progresses, an individual's well-being will either be affected in a positive or negative way. This will also depend upon the individual's perception of the stressor.

Mathis and Len (1999) examined whether hardiness can be used in identifying students who have difficulties with academic, social, emotional, and attachment adjustment. Results showed that hardiness, overall, was a better predictor of mental rather than physical health.

Hirky (1998) interviewed injection drug users in an urban methadone program to examine whether coping serves as a mediator of the relationship between social support, personality hardiness, and psychological distress. Results indicated the relationship between hardiness and distress was fully mediated through lower levels of a latent construct measured by behavioral disengagement and denial coping. The path from hardiness to coping was significant, as was the path from coping to distress. Direct effects to distress were found for social support, life events, and gender. Whether stress is a direct result from a biological dependency or social environments, people who exhibit characteristics of a hardy personality will better cope with that stress.

NEED AND SIGNIFICANCE

Progress of any nation depends largely on well-being of its citizens. All intellectual creative, educational, social and cultural advancement are possible if the individual of the nation do possess well-being. Due to advancement in every field, lives of teachers too have become more complex and stressful. The school teachers are under heavy pressure in the wake of universalization of elementary education and implementation of right of education for the same. The teaching learning process, to provide quality education, is to be taken care of by teachers as all the students are not in position of same level of learning outcome. Hence, teachers dealing with such groups of student face a high level of stress. Teacher's efficiency and effectiveness largely depends upon their all round well-being. The well being teachers with high personality hardiness are able to cope with stressful situation without it causing a problem.

OBJECTIVES

1. To study and compare the well-being of high school female teachers with respect to their marital status and personality hardiness.
2. To study the double interaction effect of marital status and personality hardiness with respect to well-being of high school female teachers.

HYPOTHESES

1. High school female teachers do not differ significantly in their well-being with respect to marital status and personality hardiness.
2. High school female teachers do not interact significantly towards well-being with respect to marital status and personality hardiness.

SAMPLE FOR THE STUDY

In the present study, random cluster sampling technique was comprised of 600 (300 married and 300 unmarried) female teachers of 120 high schools from 3 districts of Punjab viz. Muktsar, Faridkot and Ferozepur, school were selected as per convenience. Thereafter, five teachers from each of the school were taken randomly. Final sample of the study comprised 216 high school female teachers with 108 married (54 low and 54 high) and 108 unmarried (54 low and 54 high). To select the final sample Q1 and Q3 statistical technique was used.

TOOLS USED

In the present study, **Well-being scale** by Singh and Gupta (2001) was used to obtain the well-being scores of high school female teachers. The scale was comprised of 50 items. The validation of the scale has been reported to be established in terms of content validity and total well-being scale scores turned out to be in the range of 0.25 to 0.71.

Personality Hardiness Scale by Kobasa (1992) was used to obtain the personality hardiness scores of high school female teachers. The scale was comprised of 36 items. For the first 25 items, reverse scoring was done. For 0 we assigned 3, for 1=2 and 3=0, and then all the scores were summed up. For the rest 10 items, as there are two statements, one has a reactive indicator, as if negative indicator item as marked by the subject was given 0 and other then 3. The total hardiness scores were obtained by summing up all the scores of 36 items.

RESULTS AND DISCUSSION

Teachers with high and low level of well-being were identified by using the statistical technique Q_1 and Q_3 and average groups were not taken into account. Thereafter, personality hardiness scores of married and unmarried teachers having low and high level of well-being were tabulated and equal scores were selected randomly under each category. For analyzing the obtained data on, personality hardiness statistical techniques of analysis of variance 2x2 factorial design was used. The mean well-being scores of high school female teachers along with their SDs in Marital status x personality hardiness factorial design are given in Table-1.

It may be seen from the Table -1 that married high school female teachers with high personality hardiness have mean well-being score of 152.20 as compared to mean score of 140.85 in case of their unmarried high school female teachers with same level of personality hardiness. In case of low, personality hardiness married high school female teachers have mean well-being score of 149.59 as compared to mean score of 139.03 in case of their unmarried high school female teachers.

TABLE-1

Means and SDsof well-being among high school female teachers in Marital status xPersonality hardiness factorial design.

Personality hardiness		Marital Status (A)		
		Married (A ₁)	Unmarried (A ₂)	Total
High (B ₁)	N	54	54	108
	Mean	152.20	140.85	146.52
	SD	13.6	11.39	13.72
Low (B ₂)	N	54	54	108
	Mean	149.59	139.03	144.31
	SD	17.5	8.83	14.78
Total	N	108	108	216
	Mean	150.89	139.94	145.42
	SD	10.18	15.62	14.27

In order to find out the significance of mean difference among high school female teachers in term of marital status and personality hardiness, the analysis of variance is applied. The summary of ANOVA is given in Table-2

TABLE-2

Summary table of analysis of variance

(Marital status x personality hardiness)

Source of variance	Sum squares	of df	Means of squares	F
Marital status	6479.12	1	6479.12	37.05*
Personality hardiness	264.45	1	264.45	1.5

Marital status x Personality hardiness	8.65	1	8.65	0.049
Error variance	37072.54	212	174.87	-
Total	43824.76	215	-	-

** p<.01 * p<.05

The perusal of Table –2 shows that the F-value for the main effect of marital status came out to be 37.05, which is significant even at 0.05 level. This mean that married high school female teachers have higher well-being than unmarried high school female teachers. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to marital status was not retained”.

The F-value for the main effect of personality hardiness came out to be 1.5, which is not significant at 0.05 level, thereby meaning that there is no significant difference in well-being scores of high and low personality hardiness of high school female teachers. This means that our hypothesis “High school teachers do not d female differ significantly in their well-being with to respect personality hardiness was retained”.

The F-value for the interactional effect of marital status x personality hardiness came out to be 0.049, which is not significant at 0.05 level. This means that significant effect of marital status along with insignificant of personality hardiness does not influence the well-being of high school female teachers. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to marital status and personality hardiness was retained”.

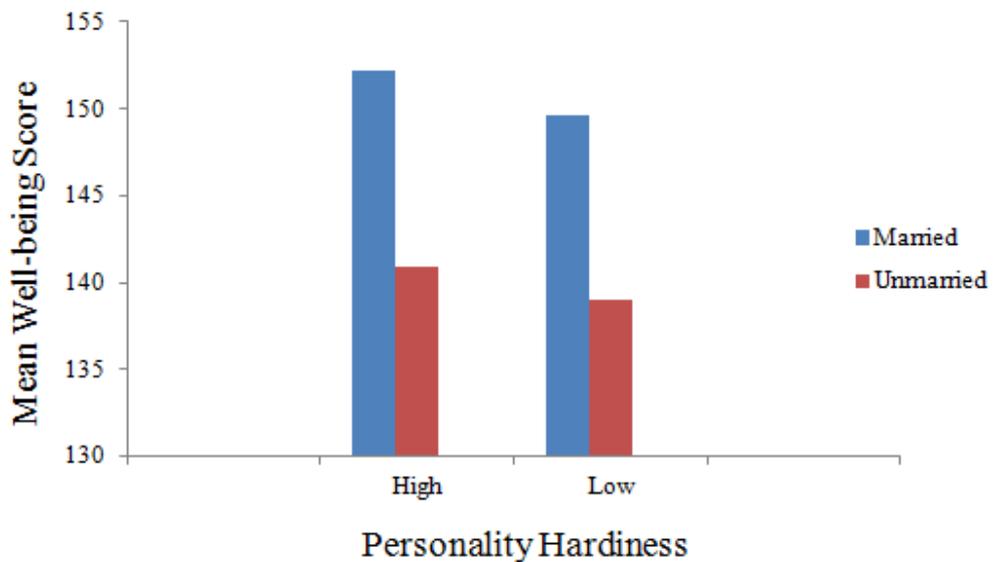


Figure. 4.11: Interactive effect of marital status and personality hardiness.

CONCLUSIONS

The following conclusion have been laid down on the basis of the results of the present study:-

- There is significant difference in the level of well-being of married and unmarried high school female teachers
- There is no significant difference in the level of well-being of married and unmarried high school female teachers having high and low level of personality hardiness.
- There is no significant interactional effect of marital status and personality hardiness on the level of well-being of high school female teachers.



EDUCATIONAL IMPLICATIONS

- Government must take concrete steps to develop an environment for the healthy and effective functioning of teachers. It must be recognized that teachers are the most valuable assets of a school and their well-being is among the critical factors for the effective functioning of both the teacher and the school.
- Quality of work life in schools need to be improved by increasing inter personal relations among teachers and making school climate more conducive.
- The educational authorities at district and state level must ensure a supportive role to teaching community and arrange periodic in-service teacher education programs, yoga and meditation camps for developing teachers well-being and personality hardiness.

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